



Greatham
CHURCH OF ENGLAND
Primary School

Pupil Premium Strategy Statement

2024-2025

Pupil premium strategy statement

This statement details our school's use of pupil premium to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Greatham CE Primary
Number of pupils in school	96 (including N)
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	October 2021
Date on which it will be reviewed	October 2024
Statement authorised by	N Dunn
Pupil premium lead	N Dunn
Governor / Trustee lead	P Bentham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,120
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£28,120</p>
--	----------------

Part A: Pupil Premium Strategy Plan

Statement of intent

<p>At Greatham Church of England Primary School, we are committed to removing barriers to every child's learning and progress. Pupil Premium is 'additional funding' allocated to the above pupils with the aim of supporting and closing the attainment gap between these pupils and their peers locally and nationally. At Greatham, we do not confuse eligibility for the pupil premium with low ability. We believe that each person, from youngest to oldest, is unique and created in God's image and likeness and each individual regardless of their background should have access to the very best education, experiences and support to be able to achieve their full potential.</p> <p>When making decisions about using Pupil Premium funding, it is important to consider the context of our school and the subsequent challenges we face. Research conducted by EEF is used to support our decisions around the effectiveness and impact of different strategies and their value for money.</p> <p>We invest in the uniqueness of each individual. There can be barriers to learning for disadvantaged children at Greatham. We aim to identify these barriers and remove them for all children to flourish. Some of the potential barriers identified by school include: Communication and language skills, Narrow range of opportunities outside of school and social Interaction skills. Another key barrier we aim to remove is ensuring there are no financial or social barriers to a child's full participation in school life.</p> <p>Our priority is to identify and remove these barriers so all children can attain, make progress and achieve the same as their non-disadvantaged peers.</p> <p>In order to ensure these children are successful at school, their individual barriers to learning are identified and their progress is closely tracked to ensure they continue to make progress throughout their time at Greatham CE Primary School.</p> <p style="text-align: center;">Our Aims</p> <ul style="list-style-type: none"> • Raising Achievement – We want all our children to achieve and aim to make a difference to our Pupil Premium children. • Providing enriching experiences. • Promoting well-being of our children and to ensure that they are fully supported and prepared to achieve their potential.
--

Our Strategies

- To provide quality first teaching in order to continue improving the attainment and successes of all children and to close the gap between groups.
- To promote and provide opportunities for emotional well-being of our children and to ensure that they are fully supported and prepared to achieve their potential.
- To provide bespoke, high quality support for each child.
- To focus on developing and improving reading skills in terms of fluency, phonological awareness and instil a love of reading.
- To develop and improve speech and communication skills of the EY and KS1 children.
- To work closely with our families by further developing parental engagement and offering appropriate and effective support.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Level of language development in Early years
2	The 2023/24 KS2 end-of-Year data indicates a gap between disadvantaged pupils and their non-disadvantaged peers
3	Limited enrichment experiences
4	Well-being needs need to be supported

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Challenge number	Intended outcome	Success criteria
1	<ul style="list-style-type: none"> • Baseline assessments, observations, professional input indicate underdeveloped oral language skills and vocabulary gaps in our Nursery and Reception pupils. • More children joining the nursery require direct support and interventions in relation to developing speech and language. 	<ul style="list-style-type: none"> • Improved oral language skills and vocabulary among all pupils including disadvantaged pupils. • To develop early language and vocabulary acquisition, strengthen phonic knowledge and early reading skills

	<ul style="list-style-type: none"> Referrals to therapy services for younger pupils have continued to increase this academic year. This includes Speech and Language Therapy (SALT), Communication and Language support, Occupational Therapy (OT), and health services. The number of pupils with complex health needs in the EYFS is steadily increasing. 	<ul style="list-style-type: none"> Phonics screening check in line with or above local and national figures. Children acquire a wide range of vocabulary. Children are assessed and targeted for support. Children catch up quickly if they are behind Good practise from the training and interventions is embedded in quality first teaching.
2	<ul style="list-style-type: none"> To support disadvantaged children to make accelerated progress in phonics and reading, writing and maths towards end of year expectations 	<ul style="list-style-type: none"> Pupils will make accelerated progress in phonics and reading, writing and maths towards end of year expectations. Pupils will make accelerated progress from their starting points. The gap between pupil premium and non-pupil premium pupils will lessen. Attainment for disadvantaged pupils will be at least in line with 'others' nationally. Children will access bespoke interventions.
3	To ensure disadvantaged pupils have access to high quality services, extra-curricular provision and enrichment opportunities across the school year.	<ul style="list-style-type: none"> Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision. All children will have access to high quality before and after school clubs and trips and visits.
4	Emotional wellbeing and mental health are a priority for our PP children. Increased social emotional mental health needs of children and families. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> Disadvantaged children building social and interaction skills, aiding raising academic standards. Children have a healthy start to the school day to

		<p>be ready to learn when entering the classroom and sustain their concentration throughout the morning sessions.</p> <ul style="list-style-type: none">• Healthy breakfast for all pupils across school Promote healthy lifestyles and exploration of food to increase variety of diets Increase opportunities for meaningful communication led by pupil needs/ wants/ motivators.
--	--	---

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
		1, 2

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain a teaching assistant and effectively deploy to increase targeted interventions to redress attainment gaps	There is strong evidence that teaching assistants can provide a positive impact on pupil outcomes when effectively deployed.	2, 3, 4, 5
Targeted interventions to support reading and phonics.	EEF +4 Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.	1, 2
Oral Language Interventions (EY) – Resources to support implementation of intervention including WellComm and Early Talk Boost. To use the hartlepool Early Years Integrated Speech, Language and Communication Pathway.	EEF +6 Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.	4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club and enrichment activities including accessing bug club and 1-1 interventions before school Free after school clubs offered for all	EEF +3 Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision. These provide stimulating environments and activities and develop additional personal and social skills.	1, 2, 3
Children and parents to access emotional, wellbeing support from lead member of staff in school Additional resources in school to support well-being in school.	EEF +4 Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	1, 2, 3

Total budgeted cost: £

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

<p>Our internal assessments during 2023/24 have shown that the vast majority of children eligible for Pupil Premium made good progress in reading writing and maths to close the gap on those children not eligible for Pupil Premium.</p> <p>Children in Reception, Year 1 and Year 2 all made good progress with phonics. 73% of children passed the Y1 phonic screening check.</p> <p>The vast majority of children eligible for Pupil Premium achieved ARE in reading, writing and maths at KS2. Additionally, progress from KS1 to KS2 was good.</p> <p>Using teacher assessment, children were targeted throughout the year for timely interventions and where appropriate 1:1 tuition to ensure children keep up. These</p>
--

were for aspects of reading, writing and mathematics. Lowest 20% of readers as well as disadvantaged pupils were targeted to improve their reading and maths skills.

Children who received these interventions made good progress and their interventions were adapted/tailored to their needs.

The Pupil Premium funding to provide wellbeing support to children was used in a variety of ways including targeted interventions, drop-in sessions and group work when required. Identified children were provided with additional support through intervention.

We have continued to provide regular and ongoing support from our school mental health and wellbeing lead for identified children throughout this period. A staff member, trained in emotional literacy support, has had a positive impact on children's SEMH and we are continuing to build on this approach by providing more training.

A range of clubs were offered to all pupils with 100% of pupils attending after school clubs each term.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Grammarsaurus	£399

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Children had support from our Trust wellbeing lead and Alliance Psychology Team. Children accessed several after school clubs.
What was the impact of that spending on service pupil premium eligible pupils?	Children's mental health and well-being was well supported throughout the year. Confidence and well-being has improved as a result.

Further information (optional)

--

